December 4, 2025

REGIONAL MEMORANDUM
No. 1644 s.2025

REGIONAL COMPETITION FOR THE BEST CONTEXTUALIZED MATHEMATICS LESSON PLAN

To: Schools Division Superintendents
Education Program Supervisors in Mathematics
All Others Concerned

1. To strengthen curriculum contextualization in Mathematics, this Office, through the Curriculum and Learning Management Division (CLMD), shall conduct the Regional Competition for the Best Contextualized Mathematics Lesson Plan.

2. The competition aims to:

a. promote the development of quality contextualized Mathematics lesson plans aligned with RA 10533 and DepEd Order No. 35, s. 2016;

b. encourage the use of localized and culturally responsive Mathematics examples and activities to enhance learner relevance and engagement; and

c. strengthen curriculum implementation by supporting the creation, sharing, and use of contextualized Mathematics instructional materials.

3. The competition guidelines, endorsement, and rating rubrics are attached as enclosures to this Regional Memorandum.

4. The top three (3) winners per category shall receive plaques of recognition, while all other participants shall be given certificates of participation.

5. Each division is requested to endorse one entry for the Elementary category and one entry for the Secondary category. These entries shall be uploaded to the link below on or before December 15, 2025:

https://tinyurl.com/2025-Math-Contextualization

6. For more information or clarification, contact **Glendale B. Lamiseria**, Education Program Supervisor of the Curriculum and Learning Management Division (CLMD) **at glendale.lamiseria@deped.gov.ph.**

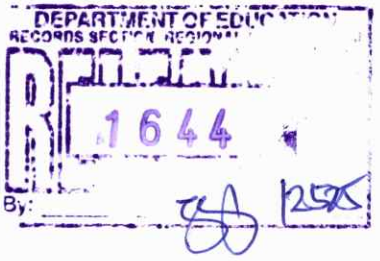
7. Immediate dissemination of and strict compliance with this Memorandum are desired.

RONELO AL K. FIRMO CESO IV
Assistant Regional Director
Officer-In-Charge
Office of the Regional Director

Enclosure: As stated
References: RA 10533 and DepEd Order No. 35, s. 2016
To be indicated in the Perpetual Index under the following subjects:

CURRICULUM MATHEMATICS

CLMD-GBL



Enclosure No. 1 to Regional Memorandum No. 1644 s. 2025

Guidelines for the Regional Competition on the Best Contextualized Mathematics Lesson Plan (LP)

1. Each division is requested to endorse one contextualized Mathematics Lesson Plan for the elementary level and one for the secondary level. The Division Mathematics Supervisor and the Schools Division Superintendent should sign the endorsement. (*Please see attached endorsement template.)*

2. A Mathematics teacher must have delivered the endorsed Lesson Plan between June and November 2025.

3. The Lesson Plan must adhere to the template prescribed in DepEd Order No. 42, s. 2016. It should cover a single instructional period lasting at least 45 minutes, with the exact duration clearly indicated in the plan.

4. The official entry of every division should be uploaded to the Google Drive through this link:

   https://tinyurl.com/2025-Math-Contextualization

5. The entries shall include the Lesson Plan together with all attachments, such as rubrics, activity sheets, slide decks, or photos of manipulatives. **All documents must be compiled into a single continuous file.**

6. The file to be uploaded shall be in PDF and must use the following filename format:

   a. Elem_Contextualized_MathLP_(Division)
   b. Sec_Contextualized_MathLP_(Division)

7. Entries should be uploaded to the designated folder for either the Elementary Category or the Secondary Category.

8. Submission of entries is open until December 15, 2025 at 12:00 midnight.

ENDORSEMENT

The Lesson Plan on (Subject Matter) prepared by (Teacher's Name) from _____ School is hereby endorsed as the official entry of the division in the Competition on the Best Contextualized Mathematics Lesson Plan (LP) of DepEd Region VIII for School Year 2025–2026, under the _____ category.

This endorsement is issued and signed this _____ day of _____, 2025.

_____
Division Mathematics Supervisor

_____
Schools Division Superintendent

Enclosure No. 2 to Regional Memorandum No. 1645 s. 2025

Analytical Rubric for Evaluating a Contextualized Mathematics Lesson Plan

Criteria	Highly Proficient – 4 pts	Proficient – 3 pts	Nearly Proficient – 2 pts	Low Proficient – 1pts	Score
1. Alignment with Curriculum Standards					
1.1 Consistency with Curriculum Standards and Competencies	The lesson is fully consistent with prescribed content and performance standards and is *explicitly and accurately* aligned with all relevant Revised K to 10 Curriculum Learning Competencies.	The lesson is aligned with most prescribed standards and competencies, with only minor gaps or unclear connections.	The lesson shows partial alignment; some standards or competencies are addressed, but key elements are missing or unclear.	The lesson has little to no alignment; prescribed standards and competencies are missing or inaccurately reflected.	
1.2 Competencies Are Unpacked	Competencies are thoroughly unpacked into *clear, specific, and measurable* learning objectives and outcomes; demonstrates deep understanding of competency intent.	Competencies are unpacked into generally clear objectives, though some may lack full specificity or measurability.	Unpacking of competencies is attempted but results in vague, broad, or partially measurable objectives.	No clear unpacking of competencies; learning objectives are missing, unclear, or unrelated.	
2. Contextualization and Localization					
2.1 Meaningful, Relevant, and Useful	The lesson is highly meaningful and clearly connects mathematical concepts to real-life and practical applications that deepen understanding and engagement.	The lesson shows relevant real-life applications, though some connections may lack depth or consistency.	The lesson includes limited or surface-level real-life connections; relevance to learners' experiences is inconsistent.	The lesson does not relate mathematical concepts to real-life situations; learners cannot see usefulness or meaning.	
2.2 Based on Place – Local Context and Culture	Strongly integrates local culture, environment, and community contexts in examples, activities, and discussions; highly relatable to learners.	Integrates some local elements or examples, though not consistently across the lesson.	Uses only minimal or generic references to local context; local connections feel added rather than embedded.	No use of local context, culture, or environment; examples and activities are generic or unrelated to learners' communities.	

2.3 Based on the Student–Learner–Centered and Differentiated	The lesson is **highly learner-centered**, fully tailored to students' interests, experiences, readiness, and abilities. Differentiated strategies and materials are **purposeful and well-integrated**, enabling all learners to access and master the content. Pedagogical practices are **highly effective, varied, and developmentally appropriate**.	The lesson is generally learner-centered and considers students' needs and abilities. Some differentiated strategies and materials are used, though not consistently across all activities. Pedagogical practices are **appropriate and effective**, with room for enhancement.	The lesson shows **limited consideration** of learners' interests or abilities. Differentiation is attempted but is either minimal, inconsistently applied, or not well-matched to learner needs. Pedagogical strategies may be **partially appropriate** or uneven in effectiveness.	The lesson is **not learner-centered**; students' interests, experiences, and abilities are not considered. No meaningful differentiation is present. Pedagogical strategies are **inappropriate, ineffective, or outdated**, resulting in limited learner engagement or understanding.	
3. Mathematical Content, Accuracy, and Depth					
3.1 Content Accuracy	All mathematical content is completely accurate, precise, and error-free; no misconceptions or ambiguities present.	Content is generally accurate with minor lapses that do not affect conceptual understanding.	Some inaccuracies or unclear explanations are present, which may lead to partial misconceptions.	Major errors or misconceptions are present; content is unreliable or misleading.	
3.2 Conceptual Understanding	Lesson strongly promotes deep conceptual understanding; emphasizes relationships, meaning, and reasoning beyond procedures.	Lesson promotes both conceptual and procedural understanding, though conceptual depth may not be fully developed.	Lesson focuses mostly on procedures with limited opportunities for conceptual understanding.	Lesson emphasizes rote procedures only; no attention to conceptual understanding.	
3.3 Progression and Coherence	Lesson is excellently sequenced; builds clearly on prior knowledge and connects smoothly to current and future concepts.	Logical sequence is evident; some connections to prior or future learning may be partially developed.	Lesson progression is somewhat unclear or lacks smooth connections between concepts.	Lesson is disorganized, lacks coherence, and does not connect to prior or future learning.	
3.4 Application and Problem-Solving Depth	Provides rich, meaningful, and challenging problems that strongly develop critical thinking,	Includes relevant problems that develop application skills, though not consistently	Offers limited problem-solving tasks; problems lack real-life relevance or do	Contains no meaningful problem-solving activities; problems are	

	reasoning, and real-life application.	challenging or deep.	not fully promote critical thinking.	trivial, repetitive, or unrelated to real-life application.	
4. Lesson Flow and Organization					
4.1 Logical Sequence	The lesson is exceptionally well-organized with a seamless and logical flow; each phase (intro, development, conclusion) is clearly articulated and builds naturally toward the learning goals.	The lesson follows a logical sequence with clear parts, though some transitions may be less smooth.	The lesson has an evident structure but the sequence is inconsistent or loosely connected; transitions may feel abrupt or confusing.	The lesson lacks a clear structure or logical sequence; introduction, development, and conclusion are missing or disorganized.	
4.2 Coherence of Activities	Activities are fully coherent, tightly aligned with learning objectives, and well-paced; timing and structure maximize learning effectiveness.	Activities generally align with objectives and are reasonably paced, though some adjustments to timing or structure could improve coherence.	Activities show partial alignment; some tasks may not directly support objectives or may be poorly timed.	Activities are not aligned with objectives, poorly structured, or inappropriately timed, resulting in confusion or ineffective learning.	
5. Integration of Values, 21st Century Skills, and Real-Life Application					
5.1 Values Integration	Values are deeply embedded in the lesson; activities and discussions clearly promote positive attitudes, ethical behavior, and social responsibility.	Values are incorporated meaningfully, though not consistently emphasized throughout the lesson.	Values are mentioned or implied but not clearly integrated into activities or discussions.	No clear integration of values; lesson does not support character development or positive attitudes.	
5.2 21st Century Skills Development	Lesson strongly enhances multiple 21st century skills through well-designed tasks that require higher-order thinking, creativity, teamwork, and effective communication.	Lesson includes opportunities for several 21st century skills, though tasks may not fully maximize these skills.	Lesson provides limited opportunities for 21st century skills; tasks may be mostly recall-based or individual in nature.	Lesson does not promote 21st century skills; activities focus solely on basic recall or procedural tasks.	

5.3 Real-Life Relevance	Lesson is strongly connected to real-life situations; learners regularly apply mathematical concepts in meaningful, authentic, and practical contexts.	Lesson includes relevant real-life applications, though depth or authenticity may vary.	Lesson shows minimal attempts to connect to real-life situations; examples may feel artificial or weakly related.	Lesson lacks real-life application; learners cannot see how mathematical concepts relate to real-world situations.	
6. Support Learning Materials Including Visual Aids					
6.1 Availability and Appropriateness	Learning materials and visual aids are **highly appropriate, clear, accurate, and plentiful**; they significantly enhance understanding and engagement and are well-integrated into the lesson.	Learning materials and visual aids are **appropriate and useful**, with minor gaps; they support understanding but may not be fully optimized.	Learning materials and visual aids are **limited, partially appropriate, or inconsistently used**; they provide minimal support to learners' understanding.	Learning materials and visual aids are **inadequate, inappropriate, or absent**; they do not support understanding and may even lead to confusion.	
7. Assessment and Feedback Mechanism					
7.1 Alignment with Learning Objectives	Assessments are **fully aligned** with learning objectives and competencies; they accurately measure the intended knowledge and skills through well-designed tasks.	Assessments are **generally aligned** with learning objectives, with only minor areas needing improvement.	Assessments show **partial alignment**; some tasks do not clearly match the intended objectives or competencies.	Assessments are **misaligned or irrelevant** to the learning objectives; they do not measure intended competencies.	
7.2 Promotion of Self and Peer Assessment	The lesson **actively promotes meaningful self and peer assessment**; learners regularly reflect on progress, give constructive feedback, and use results to improve learning.	The lesson **includes opportunities** for self and peer assessment, though these may not be deeply embedded or consistently practiced.	The lesson allows **minimal or occasional** self or peer assessment; reflection activities lack clarity or structure.	The lesson **does not incorporate** self or peer assessment; learners have no opportunities to reflect on or evaluate their learning.	
8. Reflection and Improvement Plan					

8.1 Reflection and Improvement Plan	Reflection is insightful and evidence-based, with specific, actionable plans for improvement.	Reflection shows understanding and proposes relevant next steps.	Reflection is brief with general ideas for improvement.	Minimal reflection; improvement plans unclear.	
				TOTAL	
				PERFORMANCE LEVEL	

Scoring and Interpretation

Performance Level	Descriptor	Score Range	Interpretation
Highly Proficient	Demonstrates exemplary lesson design with outstanding alignment, contextualization, accuracy, integration, and assessment practices; serves as a model lesson plan.	**61–72 points**	Outstanding mastery of instructional planning and delivery.
Proficient	Meets expectations; shows strong alignment with standards, appropriate contextualization, accurate content, and effective strategies.	**49–60 points**	Effective and ready for consistent classroom implementation.
Nearly Proficient	Shows potential; alignment, contextualization, strategies, or assessments need refinement for full effectiveness.	**37–48 points**	Satisfactory but requires coaching support and improvement.
Low Proficient	Basic elements are present but inconsistently applied; major components of the lesson need strengthening.	**18–36 points**	Needs significant improvement in design, coherence, and alignment.

Evaluator:

_____